Comprehensive School Improvement Plan (CSIP) Redesign Technical Assistance

Iowa Department of Education
CSIP Question #2: What do/will we do to meet student learning needs?

The Department sent an e-mail on Wednesday, January 28, to CSIP contacts. The e-mail contained four attachments for Technical Assistance Question #2:

1. This Power Point
2. Q&A
3. Westlake Teaching Document CSIP Question #2: What do/will we do to meet student learning needs?
4. Westlake Teaching Document Question #2 with Text Box Information

If you did not receive this e-mail, all documents will be available at this web site address:

http://www.state.ia.us/educate/ecese/asis/csi/documents.html

CSIP Technical Assistance Question #2 Purposes

- **Review four Constant Conversation Questions**

- **Present Westlake CSIP Teaching Document Constant Conversation #2: What do/will we do to meet student learning needs?**

- **Present CSIP January Q&A**

- **Review Projected Technical Assistance Timeline**

Uses of this Power Point for Various Audiences

- **Board members, advisory groups, administrators, teachers, consultants, etc.—you can tailor your presentation to the audience**

- **Click on the appropriate icon in your toolbar for any of the following:**
  - **Power Point Show**
  - **Note-taking pages (print multiple slides per page)**

- **Choose slides most appropriate to your audience**

Distribution of Information

- **The CSIP distribution list will be used to distribute monthly documents and provide on-going response to questions/concerns.**

- **The January CSIP videotape (CSIP Question #2) should be available through your AEA early in February.**

- **All CSIP documents are available at this web site address: http://www.state.ia.us/educate/ecese/asis/csi/documents.html**

January Documents to Support CSIP Development

- **Westlake Question #2: What do/will we do to meet student learning needs?**

- **CSIP January Q&A:**
  - **CSIP Goal Writing**
  - **District Career Development Plan**
  - **Program Application for Funding**
  - **Whole-Grade Sharing Districts**
  - **Other**

Review Question:

What are the four Constant Conversation Questions that provide the fundamental framework for CSIP development?

Constant Conversations for Student Benefit
CSIP Framework

- **What do data tell us about our student learning needs?**

- **What do/will we do to meet student learning needs?**

- **How do/will we know student learning has changed?**

- **How will we evaluate our programs and services to ensure improved student learning?**

Review Question:

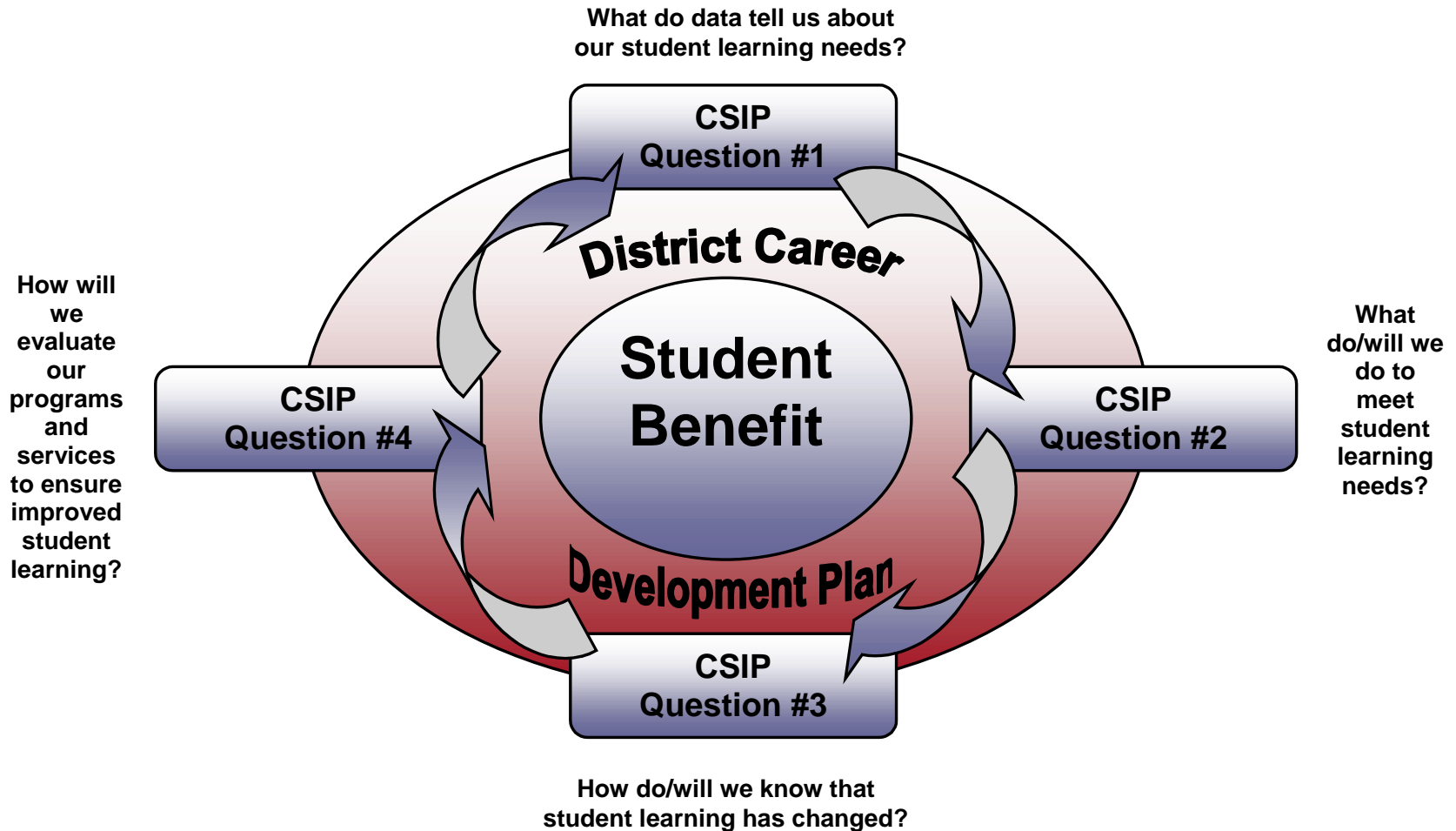**Why are these four questions fundamental? Why can we have these conversations over time?**

"Constant Conversations"

- **State and federal laws and rules will change; however, these four questions are free of specific statute and rule.**

- **Programs, initiatives, and curriculum will change over time; however, these four questions are free of specific content.**

- **People in the system (instruction, support, leadership, and management) will come and go; however, these four questions are not "person" dependent.**

CSIP Continuous Improvement Process

- **The graphic on the next slide is intended to show that comprehensive school improvement is a continuous cycle of the four Constant Conversation Questions.**
  - **The district career development plan (professional development program) supports the CSIP cycle and functions as structured action research.**
  - **The Iowa Professional Development Model is guidance to develop and sustain the district career development plan embedded in the CSIP.**

Comprehensive School Improvement Plan (CSIP)
Constant Conversations for Student Benefit

What do data tell us about our student learning needs?

CSIP Question #1

District Career

Student Benefit

Development Plan

How will we evaluate our programs and services to ensure improved student learning?

CSIP Question #4

CSIP Question #2

What do/will we do to meet student learning needs?

CSIP Question #3

How do/will we know that student learning has changed?

Before You Begin Constant Conversation #2

- **Have you completed the data analyses from Question #1: What do data tell us about out student learning needs?**

- **Did you look at trend data?**

- **Did you look for information beyond standardized achievement tests?**

- **Did you look at internal and external information?**

Before You Begin Constant Conversation #2

- **What does the research say?**

- **How confident are you that you have identified problems that are truly problems?**

- **Is everyone clear about the data points you are trying to move and why?**

<u>Do not</u> write CSIP goals and develop strategies to make progress with those goals until you are as confident as possible that the prioritized needs are truly needs.

CSIP Question #2:
What do/will we do to meet student learning needs?

- "What do/will we do" refers to everything a school or school district does to identify the most powerful strategies to address **prioritized** student needs and improve educators' skills, attitudes, understandings, and performance.

CSIP Question #2:
What do/will we do to meet student learning needs?

"Pursuing continuous improvement together makes more sense than complying with changes from outside, or rejecting change altogether."

What's Worth Fighting for Out There, **Hargreaves and Fullan, 1998**

CSIP Goals
(Prioritized Student Needs)

CSIP goals focus the district, building, and classroom on "what's worth fighting for out there" to which multiple program efforts and funds make contribution.

CSIP Goals

- **All CSIP goals are based upon needs assessment data you identified from Constant Conversation Question #1. The data indicate that these are priority areas for improvement.**

- **Prioritized state and federal academic accountability goals are required.**

- **Prioritized goals are required to receive certain federal funds or based upon other locally-determined student needs.**

CSIP Goals

- **A school district or accredited nonpublic school should, as needs data indicate, write CSIP goals appropriate to meet local needs, both academic and non-academic.**

- **CSIP goals should be clear and few in number.**

- **CSIP goals set an expectation for quality academic instruction, quality programs, and quality services that impact district, building, and classroom level practices.**

From Goals to Actions

- **Once CSIP goals are written/revised, the most powerful actions/strategies are selected and used to make goal progress.**
- **Part of the selection process includes the use of different kinds of programs and services:**
  - **state mandated programs/services**
  - **federal programs/services tied to funding**
  - **competitive grant programs/services**
  - **locally-established programs/services**

From Goals to Actions

- **Part of answering Constant Conversation #2: What do/will we do to meet student learning needs? Involves deciding which programs/services are needed to meet the identified student priorities and making application for the funds that accompany some programs.**

- **The two slides that follow list all of the programs/services that are consolidated into the CSIP.**

Actions for the following programs/services must be aligned with CSIP goals and evaluated under Constant Conversation Question #4.
(These are required for all school districts.)

- **Gifted and Talented**
- **At-risk**
- **Mentoring and Induction**
- **Professional Development**
- **Special Education**

Actions for the following programs/services must be aligned with CSIP goals and evaluated under Constant Conversation Question #4.
(These are required only if a district needs a program to meet identified priorities & chooses to access the funds.)

- **Title I, Part A Parental Involvement**
- **Title II, Part A Teacher and Principal Training and Recruiting**
- **Title II, Part D Enhancing Education Through Technology**
- **Title III, Language Instruction for Limited English Proficient and Immigrant Students**
- **Title IV, Part A Safe and Drug-Free Schools and Communities**
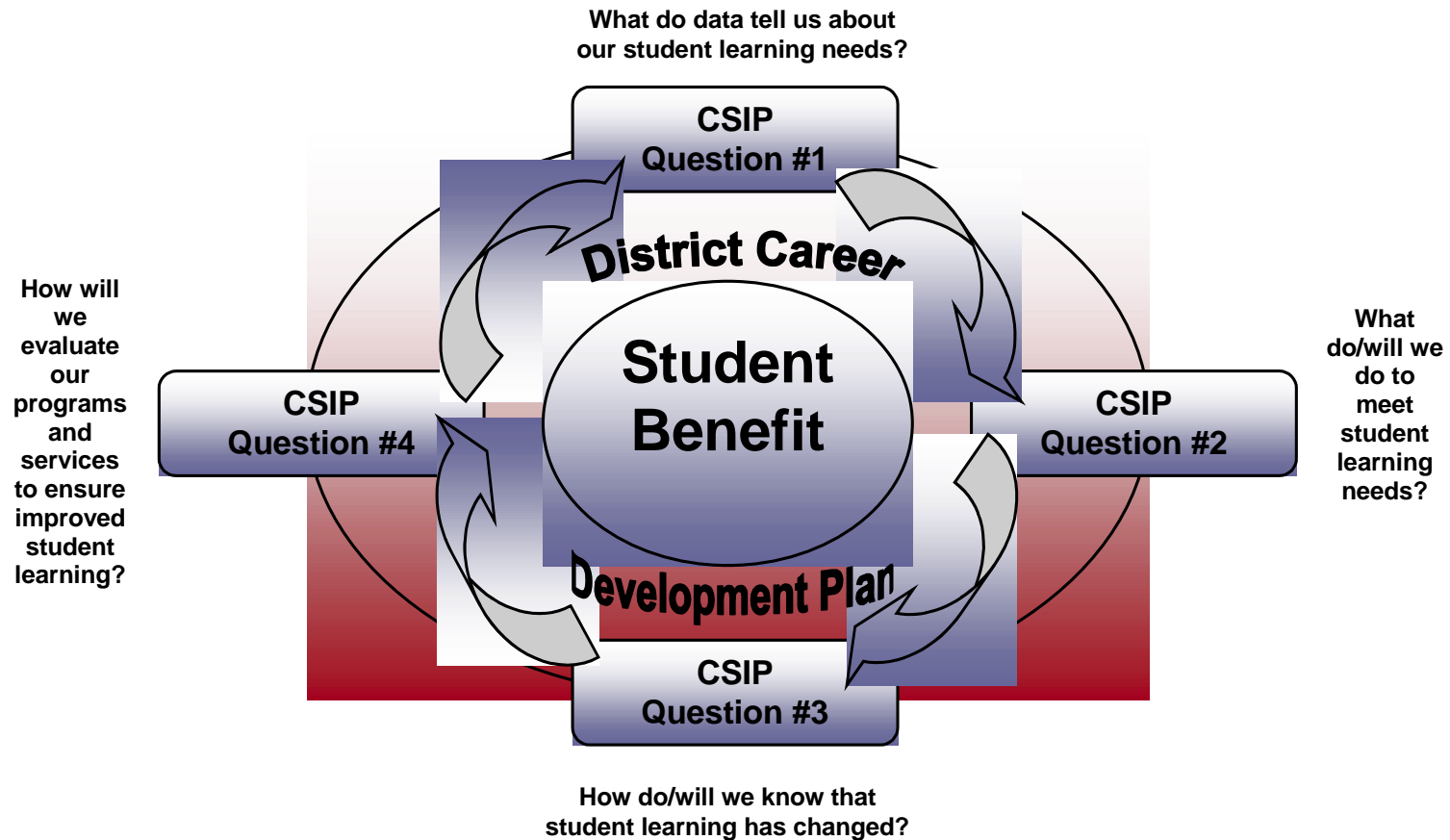- **Perkins**

Constant Conversation #2: What do/will we do to meet student learning needs?

- **This section of the CSIP must make the plan for improving instruction clear, focused, and inclusive of all instructional staff.**

- **This section includes the <u>district career development plan</u> which is a long-term plan designed and implemented to increase student achievement (public school districts only).**

- **Accredited nonpublic schools are required to do staff development pursuant to Chapter 12 Accreditation Standards.**

Constant Conversation #2: What do/will we do to meet student learning needs?

- **Question: What is the connection among the Iowa Professional Development Model, the District Career Development Plan, and the CSIP?**

**Comprehensive School Improvement Plan (CSIP)
Constant Conversations for Student Benefit**

What do data tell us about
our student learning needs?

CSIP
Question #1

District Career

Student
Benefit

How will
we
evaluate
our
programs
and
services
to ensure
improved
student
learning?

CSIP
Question #4

CSIP
Question #2

What
do/will we
do to
meet
student
learning
needs?

Development Plan

CSIP
Question #3

How do/will we know that
student learning has changed?

Constant Conversation Question #1:
What do data tell us about student learning needs?

Professional development is based on student data and other needs assessment.

Constant Conversation Question #2:

What do/will we do to meet student learning needs?

Professional Development--
- aligned with district student long-range goals
- focused on instruction, curriculum, and assessment
- learning opportunities are research-based
- learning opportunities are aligned with the Iowa Teaching Standards and criteria
- approved professional development provider(s)
- theory, demonstration, practice, observation, collaboration, and the study of implementation

Constant Conversation Questions #3 and #4:

- **How do/will we know that student learning has changed?**
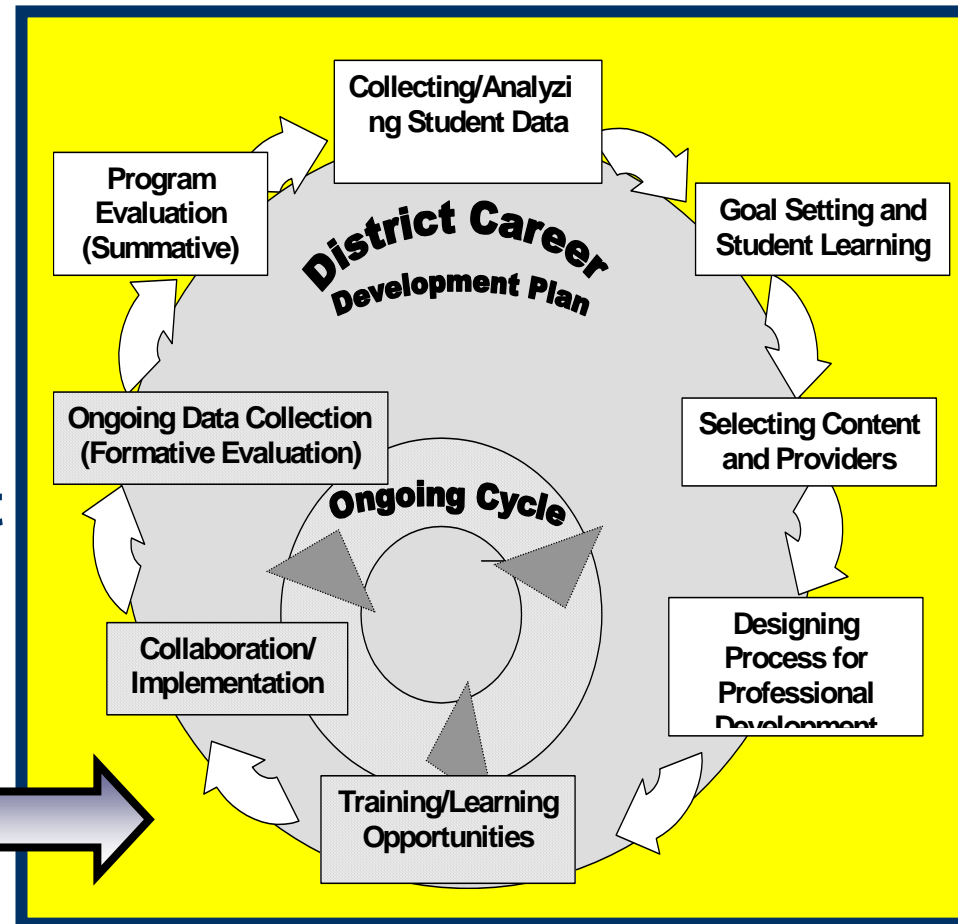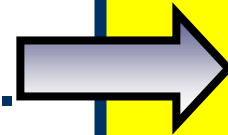- **How will we evaluation programs and services to ensure improved student learning?**

A professional development program evaluation design for formative and summative evaluation

District Career Development Plan Embedded in CSIP

The Iowa Professional Development Model provides guidance to write your

District Career Development Plan.

Your staff will implement the plan with all required components of an effective professional development program.

District Career Development Plan

Ongoing Cycle

- Collecting/Analyzing Student Data
- Goal Setting and Student Learning
- Selecting Content and Providers
- Designing Process for Professional Development
- Training/Learning Opportunities
- Collaboration/Implementation
- Ongoing Data Collection (Formative Evaluation)
- Program Evaluation (Summative)

Iowa Professional Development Standards 281--IAC Chapter 83

- **Professional development provided in the district career development plan shall meet the following standards:**

- **Align with the Iowa Teaching Standards and criteria**

- **Focus on research-based instructional strategies aligned with the student achievement goals established by the district**

Standards (continued)

- **Deliver professional development that is targeted at instructional improvement and designed with the following components:**
  - **Student achievement data and analysis**
  - **Theory**
  - **Classroom demonstration and practice**
  - **Observation and reflection**
  - **Teacher collaboration**
  - **Integration of instructional technology, if applicable**

Standards (continued)

- **Include an evaluation component that documents the improvement in instructional practice and the effect on student learning**

- **Support the career development needs of individual teachers**

Professional Development Timelines

- **In 2004-05, all buildings need to be engaged in the professional development process (cycle)**
- **Not all schools need to be in the same place in the process. Example--**
  - **Elementary has set professional development target, selected content, and launched training**
  - **Middle school has selected content but is working on identifying trainers**
  - **High school has set a professional development target and is studying the literature base in content area teams**

Web Site for More Information: Professional Development Provider Approval Procedures

http://www.state.ia.us/educate/ ecese/tqt/tc/prodev.html

Constant Conversation #2: What do/will we do to meet student learning needs?

- "However noble, sophisticated, or enlightened proposals for change and improvement might be, they come to nothing if teachers don't adopt them in their own classrooms and if they don't translate them into effective classroom practice. . ."

What's Worth Fighting for In Your School, Fullen and Hargreaves, 1996

Constant Conversation #2: What do/will we do to meet student learning needs?

- "Teachers are in the business of continuous innovation and change--in the business of making improvements in an ever changing world . . ."

- "To what extent does the organizational culture [school board, administration, and community] encourage and support educators as inquirers into what they do and how they might do it better?"

Change Forces Michael Fullan, 1995

Let's look at the Westlake teaching document for Question #2:
Use the document dated January 26, 2004 in the header.

You should have two versions of Westlake Constant Conversation #2 in front you:
#1: CSIP content without
**   text boxes**
#2: CSIP content with
**   explanatory text boxes.**

and

the CSIP regulatory guidance document

CSIP Thinking Process
Non-Regulatory Guidance Document

Constant Conversation Question #2:
What do/will we do to meet student learning needs?

Westlake Community School District

- This document is the second of four guidance pieces about how one fictitious school district decides to "think through" a process that will lead it to a clear, concise, and usable CSIP designed to increase achievement for all students.
- This document is not intended to provide a "one size fits all" thinking process. The plan that will eventually emerge from the details that follow will be locally determined.

Westlake's Thinking Question #2: Key Points

- This is the second of four guidance pieces.
- This is not a stand-alone document.
- The content provides a glimpse of only one district's thinking about Question #2.
- The content demonstrates a level of detail particular to this district's thinking.
- The actions/strategies that your school plans to implement to meet identified student needs must be appropriate to your school.
- How much of this information will actually be placed in the CSIP web-based system will be determined over the coming school year.

Westlake Community School District CSIP Goals
Focused on Student Benefit

All CSIP goals are data-based.

State and Federal Accountability Goals

AYP
- Reading
- Mathematics
- Science

Access to Certain Federal Funds or Locally-Determined
Technology, Student Safety, Student Connectedness to School

District Career Development Plan

Other CSIP Actions/Strategies

Building Level Professional Development Plan

Not Required in CSIP

Individual Teacher Career Plan

The following slides are pages from the Westlake document. You want to provide the actual document to any audience if you use the following slides.

The technical assistance text boxes are intended to provide information about the following:

- district goals,
- indicators of goal progress,
- district career development plan,
- other CSIP actions/strategies, and
- implementation plans.

Compare the original Westlake plan with the "text box" version.

A. What long-range goals have been established to support prioritized student needs?

Based upon recommendations of the District Leadership Team and the School Improvement Advisory Committee (SIAC), the school board has adopted district goals aligned with student needs.

District Student Learning Goals

Westlake's student learning goals are the general expectations for all its graduates. Students graduating from Westlake Community School District will be able to do the following: **(LC5)**

- ... in various situations by various means
- ... and appreciate contributions of the world's c...
- ... technologies solve problems
- ... evelop positive relationships and work ...
- ... habits necessary to lead healthy live...

> **Rather than separate goals, a district could write a single long-range goal to address reading, mathematics, and science. However, consideration should be given to the multiple indicators required to evaluate progress toward that goal.**

> **Student learning goals are broad statements of expectations for all graduates. These goals reflect local beliefs about the most important potential results of education for that community's students.**

District Long-Range Goals

...s define the desired targets to be reach... period of time. These long-range goals serve two purposes: ... determined student needs goals and 2) to address state and federal student accountability. **(LC6)**

Goal 1:   All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school. **(LRG1, MCGF3, AR6, EIG1)**

The following indicators will measure district progress with Goal ...
1a. Percentage of students who score at the proficient level or ... (41st percentile or bove using national norms) on the ITBS Rea... Comprehen... on Test in grades 3 through 8 and the IT... Comprehe... ion Test in grade 11, including data disag... subgrou...
1b. Percen... of students in grades 1-3 who are indepen... grade... on the Basic Reading Inventory (BRI).

> **Because these goals address ALL students, they meet the goal requirements for at-risk MCGF, and early intervention.**

Goal 2:   All K-1... ...nts will achieve at high levels in mathematics, prepared for succe... ...nd high school. **(LRG2, LRG3, AR6, EIG1)**

> **Westlake lists the indicators (data points by which goal progress will be measured) with each goal. Clearly identifying how progress will be measured assumes the need for tight alignment between what is taught and what is tested.**

...tors will measure district progress with Goal 2:
...tudents who score at the proficient level or above (41st ...ove using national norms) on the ITBS Mathematics Total ... through 8 and the ITED Mathematics Test in grade 11, ...isaggregated by subgroup.
...grades 4, 8, and 11 who achieve at the intermediate level ...ative Assessment Modules.

The following slide is the first row on page 4 of the CSIP Rule/Statute Interpretation Matrix. (You received this document in October.)
This regulatory section contains requirements for Question #2.

LC5 is the code for the first requirement under student learning goals.

Citation	Topic	Rule/Statute	Rule/Statute Interpretation	Noncompliance Statement
281—IAC 12.8(1)(a)(1)(3)	5. Student learning goals	The school or school district shall involve the local community in decision-making processes as appropriate. The school or school district shall seek input from the local community about, but not limited to, the following elements at least once every five years: student learning goals	• "Student learning goals" means general statements of expectations for all graduates. • The type and number of student learning goals is locally determined. • Student learning goals may reflect the state indicators pursuant to 12.8(3)(a). *Note to public school districts only: Local student learning goals may reflect NCLB requirements of student proficiency in the areas of reading and mathematics by 2013-2014.*	LC5. The comprehensive school improvement plan (CSIP) does not contain evidence that the school or school district seeks input from the local community at least once every five years about student learning goals. 281—IAC 12.8(1)(a)(1)(2) LC6. The comprehensive school improvement plan (CSIP) does not contain student learning goals. 281—IAC 12.8(1)(a)(1)(2)

The next slide is the first page of the Q&A for January 2004.

Remember, the Q&A items will be numbered consecutively throughout the year--so Q&A January starts with item #44.

Use the original document with stakeholders.

How is a "student learning goal" different from a "long-range goal"?
Answer: Student learning goals tend to be broader statements of expectations for all graduates—these goals are more general in scope (e.g., good citizens and societal contributors). Long-range goals are more targeted expectations in a particular priority area—students make progress with these goals over time (e.g., achievement at high levels in reading).

45. What are the criteria for helping us write our long-range goals?
Answer: The following guidance comes from the CSIP Rule/Statute Interpretation Matrix (pages 4 and 5):
- Long-range goals improvement goals may or may not contain a percentage increase.
- A long range-goal may contain more than one content area.
- Long-range goals may be based upon a specific sub-group, not necessarily based on an entire population.
- Long-range improvement goals must be based on increasing student achievement, not maintaining it.
- The long-range goal might not contain the words "reading," math," or "science," but the goal must contain language that leads to the improvement of achievement in those areas (e.g., a literacy goal).
- Long-range goals may address areas in addition to reading, math, and science. These additional areas are locally determined.
- The long-range goal should be aligned with needs assessment data.

46. Is there a requirement for the <u>number</u> of long-range goals that must be written in the CSIP?
Answer: No, the number of goals written is a local decision; however, consider keeping long-range goals few in number. The CSIP Rule/Statute Interpretation Matrix lists the required goal areas for state requirements and federal program (funding) requirements.

47. Why would a district want to set goals for reading and mathematics based on anything other than AYP requirements?
Answer: Districts may have additional goals for reading and mathematics that are locally determined and focus on specific areas for all students, not just a targeted population. These goals may go beyond the AYP requirements for the district.

48. Do schools and school districts have to write specific, separate goals to address multi-cultural, gender fair (MCGF) approaches to the educational program?
Answer: No, schools and school districts can incorporate goals related to specific populations (e.g., at-risk, gifted/talented, ELL, gender, socio-economic status, and race) within their long-range goals for <u>all</u> students. In Westlake's thinking process, the district developed long-range goals to support state and federal

CSIP Q&A
January 2004

- **This Q&A contains information about the following:**
  - Constant Conversation Question #2: Goal Writing
  - Linkage: District Career Development Plan Embedded in the CSIP
  - CSIP as Program Application for Funding
  - CSIP Requirements Question #2
  - Other
  - CSIP Procedural Issues: whole-grade sharing districts
  - CSIP Question #4 compliance codes revised numbering

Q&A
Constant Conversation Question #2
What do/will we do to meet student learning needs?

#44 How is a "student learning goal" different from a "long-range goal"?

- Answer: Student learning goals tend to be broader statements of expectations for all graduates—these goals are more general in scope (e.g., good citizens and societal contributors). Long-range goals are targeted expectations in a particular priority area—students make progress with these goals over time (e.g., achievement at high levels in reading).

Let's continue with the Q&A for "What do/will we do to meet student learning needs?"

Questions 45 through 49

The January Q&A contains a reprint of many of the questions about the District Career Development Plan since it is within CSIP Question #2 where the actions/strategies plan is described.

We will go over several new Q&A's about professional development. Find question #67--we will start there.

#67 Should we list all strategies and professional development plans for the upcoming five plus years or are we going to list areas of focus for research-based strategies that will be addressed to improve student achievement?

Answer: You should include areas of professional development focus aligned with the long-range CSIP goals in addition to specific instructional strategies, at a minimum, to be implemented during the 2004-05 school year. The decision about how long to work on a strategy is determined by formative and summative evaluation data.

The new web-based CSIP process will provide an annual window of opportunity to update needs data, actions to meet student needs, and programs/services evaluation. Greater levels of detail at the district, building, and classroom levels should be kept locally.

 # 68 Does the specific content for professional development need to be included as a part of the District Career Development Plan?

- **Answer: Yes, a school district should describe the specific content on which it will focus to improve student achievement.**

#69 How will/should "other" areas of professional development be worked into the CSIP (e.g., there is a requirement regarding professional development for career and technical education teachers and preparing all staff to work with diverse learners)?

- **Answer: Districts are required to submit professional development strategies related to their academic priorities. Strategies in the district career development plan will help teachers address the needs of all learners. Implementation of professional development strategies is intended to improve the achievement of all students, including diverse learners and students who participate in career and technical programs.**

- **If a selected teaching strategy does not meet the needs of diverse learners, and a teacher needs specific skill/content training, those needs can be addressed in individual staff professional development plans.**

#70 If you have been identified as a school in need of assistance (SINA), doesn't that determine your professional development focus? Would you still need to develop your own plan?

- **Answer: SINA districts need to develop a professional development plan based around the specific needs that were a determining factor in their SINA identification. The primary focus of the professional development plan would center on those issues that each SINA school or school district would need to address locally. All SINA schools or school districts would not have the same professional development focus because the needs of their student populations will differ.**

The next two slides contain two Q&A's from November--both address issues of professional development content within the CSIP.

#53 Does all professional development [provided within the district career development plan] have to be "scientifically" research based [by the fall of 2004]?

- **Answer: No. Within the district career development plan (which is embedded in the CSIP), professional development practices/strategies that have a documented scientific research base must be identified, at a minimum, somewhere within the K-12 system. However, districts are expected to work toward implementing research-based practices at all levels.**

#56 Does every professional development offering have to be part of the district career development plan?

- Answer: No. The district plan specifically targets professional development that <u>builds teacher capacity designed to improve student achievement</u> in reading, mathematics, and/or science.

- *Please note this distinction:* The district offers other kinds of training that do not meet the components and the purpose of the district career development plan. This "other" training will not appear in the district career development plan. Examples appear below:

  – Training on topics other than curriculum/instruction (e.g., how to facilitate meetings or how to score writing samples)

  – Mandated training (e.g., blood borne pathogens and asbestos)

Please read the entire Q&A thoroughly.

The next two slides contain questions for your use with local staff.

Reflection Questions

- How will you design a long-term professional development program that remains focused, uses research-based practices, and sustains itself over time?

- How will you address staff turnover--how will the CSIP implementation plans sustain themselves? What are the consequences if CSIP action plans are person dependent? If one person leaves, will initiatives and innovations stop? How do you know?

Reflection Questions

- **Will setting goals that call for improved performance and/or higher achievement make research-based instruction happen?**

- **How will planned actions be implemented and continually monitored?**

- **How much energy do you spend on planning for school improvement compared with how much energy you spend monitoring implementation?**

Gold Standard Reflection Question

- **How will you make the written CSIP action plans ("what is worth fighting for") operational reality on a daily basis at the <u>district</u>, <u>building</u>, and <u>classroom</u> levels?**

Accredited Nonpublic Schools

- **The CSIP Rule/Statute Interpretation Matrix has been modified to contain only the state requirements that apply to accredited nonpublic schools. It is available on the CSIP web site.**

- **Nonpublic requirements for Question #2 are on pages 2-6 in the regulatory document above.**

Projected CSIP Technical Assistance Dates

- **Question #3: How do/will we know that student learning has changed?**
  - February/March TA package (videotape and e-mailed documents)
- **Question #4: How will we evaluate our programs and services to ensure improved student learning?**
  - March TA package (videotape and e-mailed documents)

Projected CSIP Technical Assistance Dates

- **Legal Compliance Technical Assistance Package**
  - April/May distribution--focused on the appropriate level of detail for the CSIP web-based system and "how to meet" 100% of all CSIP requirements.

- **Web-based CSIP system**
  - April/May 2004

Technical Assistance Goals

- **100% schools with usable plans for student benefit**
- **100% schools perceive that the five stakeholder expectations have been met**
- **100% schools meet requirements**

New CSIP Questions from You

Please send new CSIP questions directly to Jeanette McGreevy at jeanette.mcgreevy@ed.state.ia.us

- **District-wide assessment questions (Constant Conversation Question #3)**
- **Program/services evaluation questions (Constant Conversation Question #4)**

When you send new questions, please put "CSIP Questions" in the subject line so they can be easily sorted from other e-mails.

Thanks.

"Nothing, not even the most advanced technology, is as formidable as people working together enthusiastically toward a shared goal. . . .people become unstoppable when they are moved by a common vision, and have the power and tools to achieve it."

United Technologies, Corporation Brochure